

Be the best we can, for ourselves, for others and for God



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

ANTI-BULLYING POLICY

May 2018

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.

Reviewed	May 2018
Next Review Date	Spring 2019
Ratified by	SLT
Ratified on	23.5.18
Lead Person	Pam Scott
Category	General

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We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our school community:-

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by this anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

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Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Preventing, identifying and responding to bullying:

The school community will:-

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Record all incidents of bullying, and pass to the Headteacher.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including learning support staff and midday supervisors, to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying.
- Actively create "safe spaces" for vulnerable children.

Bullying outside of school:

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond appropriately.

Derogatory language:

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on [the incident log, SIMS or other school databases] and follow

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up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice based incidents:

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying:

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.

Involvement of Pupils:

We will:-

- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.

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- Offer support to pupils who have who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers:

We will:-

- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure that all parents/carers know about our complaints procedure and how to use it effectively.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices:

This policy links with a number of other school policies, practices and action plans, including:-

- Behaviour for Learning policy
- Complaints policy
- Safeguarding policy and procedures
- E Safety
- PSHE Curriculum
- Recording Racist Incidents

Responsibilities:

It is the responsibility of:-

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and non-teaching staff, to be aware of this policy and implement it accordingly.
- Governors and the Headteacher to communicate this policy to the school community.
- Pupils to abide by this policy.

The named Governor with lead responsibility for this policy is Tim Saiet

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The named member of staff with lead responsibility for this policy is Pamela Scott

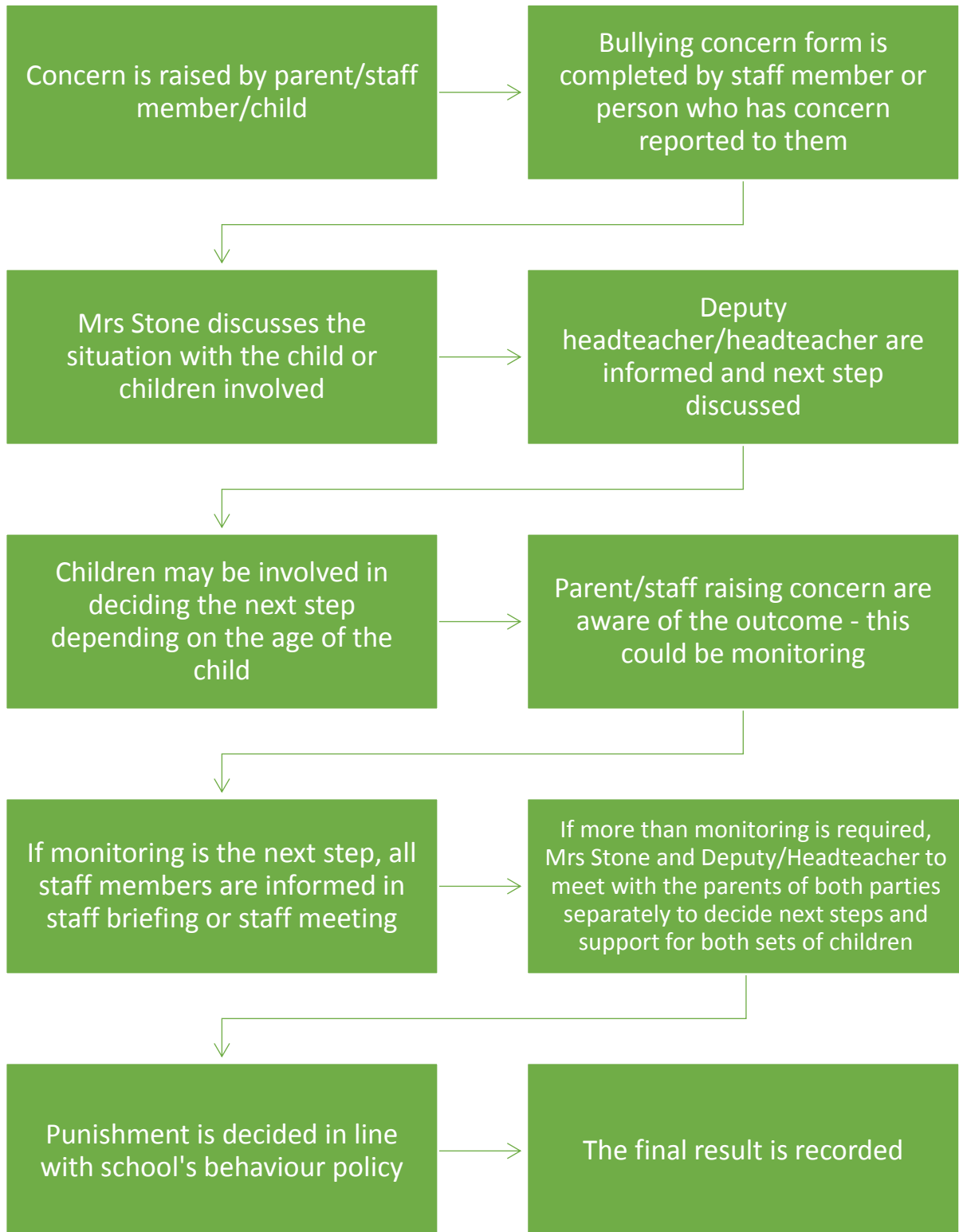
Monitoring and review, policy into practice

This policy will be monitored and reviewed in spring 2019.

The named Governor for bullying will report on a regular basis to the Governing Body on incidents of bullying and outcomes. Any issues identified through the monitoring of this policy will be incorporated into the school's improvement plan.

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Flow Chart



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